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Ch'un-chung Jih-pao.

## FIFTEEN BILLION YUAN FOR MIEORIFY MATIONALITY EDUCATION IN CONTRACT CHINA

A report on the tapid progress of primary education for minority nationalities in Morthwest China by Tang Chao-chun (1) /numbers in parentheses refer to appended characters/, deputy chief of the minerity nationality office of the Department of Edecation of the Northwest Military and Administrative Committee, stated that the Central People's Government has appropriated 15 billion youn for minority nationality education in the Northwest in 1952, mearly doubling the 7.92 billion yuan appropriation of 1951.

The text of the report, published in the Sian Ch'un-chung Jih-pao on 2 June 1952, follows:

Primary education in the minority nationality areas of Horthwest China has made considerable progress under the correct leadership of the Communist Party and with the great assistance of the People's government. The extensive development of primary schools was particularly noticeable following the first All-China Misority Mationalities Education Conference held in September 1951.

The number of minority nationality students rose rapidly. According to statistics, there were 297,481 students as of August 1951, but by the willle of Harch 1952, the number increased to 336,172, an increase of about 13 percent.

The number of minority nationality primary schools in Sinking increased \$1 percent over that of preliberation days, and likewise the number of minority nationality students increased 58.11 percent.

Before liberation, there were only 194,132 minority nationality children attending schools in Sinking; there are now 306,943. Another phenomenal development is the increasing number of girls who attend school. For instance, in the remote city of Su-fu (Kashgar) there are 64 girls among the 189 students attending the three first grado classes in the Fo 17 primary school. At the

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Erh-chiang (2) primary school, there are 347 boys and 327 girls. The large number of girls attending school is a reflection of the repid development of primary education in Sinkiang and the change in the status of women in that province.

We can see from available statistics that since the liberation, there has been a speedy development of primary education for minority mationalities in Mingola. During the carly days of liberation, there were 8,200 Modlen primary students, at present there are 12,211, a 49-percent increase. The number of Mongolian primary students increased from 50 to 258, an increase of 400 percent. All the bogs in A-In-shan banner and the 0-chi-ma banner in Mingsia are building new schools, and the Mongolian children in the normalic livestock areas will shortly attend them in large numbers.

The scaring development of primary education in all the minority nationality autonomous regions in Kansu is most inspiring. For instance, in the T'ien Chu (3) Autonomous Region, there were only about 500 Tibetan school children. A year after the establishment of T'ien Chu Autonomous Region, there were 4,200 minority rationality primar, students, nearly a tenfold increase.

Originally, children were seldom sent to the schools in the Tung-hsiang (4) Autonomous Region, but after a year of enlightment, 25 schools were constructed, with 2,100 primary students attending. This development is also taking place in the Cho-mi (5), Hsia-ho (6) and Wu-p'ing (7) Autonomous Regions in northern Kansu.

The areas of Tsinghai in which there are consentrations of Tibetans had the least number of schools. After liberation, immediate attention was given to reviving and developing schools. During 1952, the Tsinghai Paople's Government set up five primary schools in tents and built 13 adobe schools in the nomadic livestock areas and agricultural areas of Chico Ts'o (8) to provide space for 1,680 students. Subsequently, the number of T'u, Sa-la, and Moslem students surpassed the original estimated attendance by 11 percent.

The minority nationality children born in the Ano Tre-tung era are the happiest and most fortunate. For example, there were only 601 Moslem school children in Sian during 1949. In 1952, there were 1,976 Moslem primary grade students, a 229-percent attendance increase, which meant that nearly all schoolage children were in school.

The Chinese Communist Party and the People's Government are boundlessly concerned about primary education for minority nationalities. In 1951, the Central People's Government allocated 7.92 billion yuan to the Morthwest Military and Administrative Committee to supplement their funds for minority nationality education. In 1952, the Central People's Government increased the allocation to 15 billion yuan earmarking a greater part of it for primary education.

To raise the cultural level of all nationalities and to facilitate the education of minerity nationality chil'en, the Sinking Provincial People's Government has translated and published 200,000 textbooks in the Vighur, Tajik, and the Mongolian languages. The Wingsia Provincial People's Government imported a large number of Mongolian language textbooks from Inner Mongolia for use in Mongolian prisary schools. The Department of Culture and Education of Tsinghai People Government publishes elementary textbooks, and many poor students receive free textbooks and school materials from the government as well as free turbion. Some minority nationality students in the autonomous regions and nomadic livestock areas were paid their living expenses while attending school, and some schools provided living quarters for children to were far any f. om home.

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Since the liberation, the provinces and municipalities in Horthwest China have held teachers' conferences during vacation. Ho less than 8,000 teachers in minority nationality schools attended these conferences, and of these more than 70 percent were primary school teachers. Some teachers have attended two my three conferences; consequently, their ideological level was raised and they did a better job of educating the minority nationality students. For the development of primary school education among the minority nationalities, all the sources' schools in Horthwest China are training and festering large groups of minority nationality teachers. Some primary schools in the sutonomous regions have set up teacher-training classes.

During the reactionary demination of the Northwest by the Kuomintang, the minority nationality children did not have the opportunity of attending school; some could not attend because of economic hardships at home. Under the slavish educational cystem enforced by the reactionary Ruomintang, the minority nationality children dreaded school and regarded schools as jails. To the children, avoiding school was like avoiding the army. This phenomenon was gradually climinated after the liberation. Before liberation, our Mangolian and Tibetan brathern would not send their children to school. But after liberation, and after they understood the policies of the government, they wanted their children to study and obtain an education and culture. Now they are voluntarily establishing schools under the leadership of the People's Government.

For instance, our Mongolian brothers have started schools in the E-la-mutu ch'u (9) Pa-lung-tai ch'u (10), and Pa-li-shu ch'u (11) near the Pa-K'o-shen (12) lamasery in Ho-shih Hsien (13), and in Yen-chi Hsien(14).

The Tibetans in the Hung-t'u-ysi (15) area of Huang-chung Hsien (16) have established primary schools for their children. Their enthusiasm was so great that they took the money which they received from hauling wood to pay for the expenses of the school.

This proves that by living happily under the correct policy of the People's government, the desire for education among the minority nationalities deepened.

To satisfy the educational needs of all the minority nationality children in the Morthwest and to expand educational facilities for an additional 25,000 primary students, the Department of Education of the Morthwest Military and Administrative Committee plans to establish more primary schools and print more textbooks.

## CHARACTERS

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8. 交	艏	16.湟中縣

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